DOCUMENT RESUME

ED 142 996 CS 203 452

AUTHOR Harris, Joseph B.
TITLE English 100 Composition Workshop.
INSTITUTION Parkland Coll., Champaign, Ill.
PUB DATE 77
NOTE 28p.; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Cloze Procedure; College Freshmen; Community Colleges; *Composition (Literary); *Composition Skills (Literary); Course Descriptions; *Curriculum Guides; Diagnostic Tests; Junior Colleges; Language Usage; Paragraphs; Reading Tests; *Student Placement; *Testing; Writing Skills
IDENTIFIERS Parkland College IL

ABSTRACT

This course outline describes English 100, a diagnostic and placement course in freshmen composition implemented in 1975 at Parkland Community College, Champaign, Illinois. It is a two-week course required of every Parkland student entering the writing program at the level of English 099 or above and leads to one of three composition courses. Its purposes are to assess students' strengths and weaknesses in reading and in fundamental writing skills and to aid in placing them in the courses and programs appropriate to their abilities and goals. Students are required to take a locally developed vocabulary test and cloze passage test and the English usage test, Written English Expression Placement Test, of the Comparative Guidance and Placement Program of the College Entrance Examination Board. They are also asked to write a paragraph in class. On the basis of these four measures, placement is suggested in an advanced course, an academic or career-oriented course, or a review course. The course outline includes a daily schedule for English 100, course descriptions for the other composition courses, and test instructions for students. (MKM)

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ENGLISH 100 COMPOSITION WORKSHOP

Spring 1977

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Joseph B. Harris
Parkland College
Champaign, Illinois

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CS 203 452

INTRODUCTION

Students may not enroll directly in a freshman composition course. They spend the first two weeks of the semester in a diagnostic workshop called English 100. At the end of two weeks they are resectioned according to their performance on three "objective" tests and an in-class written assignment. The tests include a vocabulary inventory to indicate approximately the students' reading levels, a test of their knowledge of standard written English usage, and a Cloze passage that confirms both their reading and compositional skill levels. (We have established local norms for all three.) On the basis of a composite score for the three tests and their performance on an in-class writing assignment (for which they have had some instruction), they are judged to be 101-ready or not to be 101-ready. If the former, they may choose one of two options--career oriented and "academic" oriented writing--or they may take an additional qualifying examination for entry into a one-semester supercourse (ENG 109) which combines two semesters of freshman composition into one. If they fall into the latter category, they go into a one-semester basic grammar and composition review or into one of the other developmental or remedial offerings in study skills, reading, or basic language skills. By this summer we will have completed our second full year of this program, and we are quite pleased with the results.

The vocabulary test and the Cloze passage we use are locally developed tests. The English usage test is the Written English Expression Placement Test of the Comparative Guidance and Placement Program of the College Entrance Examination Board; it is the only standardized test we have found that discriminates widely among our students. The locally developed tests correlate highly with each other and with the WEEP Test.

ENG 100 COMPOSITION WORKSHOP

Spring 1977

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PARKLAND COLLEGE

January 17, 1977

TO: English 100 Students

FROM: Parkland English Faculty

RE: English 100 and the attached material

You are now beginning English 100, a unique diagnostic-advising-placement period which will last two weeks. "Diagnostic" means you'll take several reading and writing tests and write a paragraph in class; "advising" means that your instructor will talk over with you your performance and goals and will help you decide which options are best for you; and "placement" means you will begin a full semester writing course after these first two weeks.

English 100 was created because we believe that each of you who enters the writing program should have a fair and equal chance to succeed. We know that you are a diverse group of students--you're from 17 to 70 or so years old, you've had from 0-50 years of work experience, you have very specific or very general goals, and you may have taken your most recent writing course earlier this year or many years ago. All this means that, as a group, no one writing course or sequence can possibly meet all your needs. We hope to help each of you to find the options that not only will provide you with a suitable educational challenge but will also give you the best opportunity for success in meeting your needs and goals.

On the following pages are daily schedules for English 100 and explanations of the activities. Also included are descriptions of the options available to you in the writing program at Parkland. Please read this whole package of information as soon as you can so you'll know what to expect each class hour during English 100 and what to expect when you go into your chosen option after English 100 is completed. Don't hesitate to ask your instructor questions.

Daily Schedule for English 100

Spring 1977

Hour 1	M-W-F classes: Tu-Th classes:	Monday, January 17 Tuesday, January 18
	Instruction:	Introduction to English 100 and Parkland's Writing and Reading programs
	Assignment:	Practice paragraph assigned*
Hour 2	M-W-F classes: Tu-Th classes:	Wednesday, January 19 Thursday, January 20
	Diagnostic:	Cloze passage (CLZ)
	Assignment:	Practice paragraph due*
Hour 3	Tu-Th classes: M-W-F classes:	Thursday, January 20 Friday, January 21
	Instruction:	Paragraph writing instructions; diagnostic paragraph topics handed out
	Assignment:	Practice paragraphs returned to students
	Diagnostic:	Abbreviated Vocabulary Inventory (AVI)
Hour 4	M-W-F classes: Tu-Th classes:	Monday, January 24 Tuesday, January 25
	Diagnostic:	Paragraph written in class
Hour 5	M-W-F classes: Tu-Th classes:	Wednesday, January 26 Thursday, January 27
	Diagnostic:	English Usage Test (EUT)
Hour 6	Tu-Th classes: M-W-F classes:	Thursday, January 27 Friday, January 28
	Diagnostic:	Results on all diagnostics returned to students; tentative placement recommendations made
	Consultations:	Individual conferences during class time; additional time may be arranged with instructor
Hour 7	M-W-F classes: Tu-Th classes:	Monday, January 31 Tuesday, February 1
	Reassignment:	Students report to ENG 100 classroom for reassignment, then report immediately to new classroom

*Tuesday-Thursday students must turn in their practice paragraphs by Wednesday, January 19, in order to get them back by Hour 3.

Make-Up Sessions: There will be a limited number of make-up sessions for those students who must miss any of the class periods during which diagnostics are given. See your instructor for information. All make-ups are to be completed by 5:00 p.m., Thursday, January 27.

English 109 Qualifying Exam: The qualifying examination for entry into ENG 109 will be offered at College Hour on Tuesday, January 25, in C118, 11:00 a.m.-1:00 p.m. If you cannot take the qualifying exam at that time, see your instructor for an alternate time.

English 100 Exemptions: You are exempt from ENG 100 if you meet either of the following conditions:

a. You previously completed ENG 100 and were reassigned to ENG 101 but for some reason did not successfully complete ENG 101.

b. You have completed ENG 099 with a grade of A or B.

The above applies only to work taken during or since the fall semester 1975.

If you are exempt from ENG 100, you should proceed as follows:

1. At Hour 1 notify your instructor of your exemption and the reason for your exempt status. All claims of exemptions must be checked against student records. Check back with your instructor at Hour 2 to make sure your exemption has been verified.

2. Inform your instructor before Hour 6 of your preference for ENG 101a or ENG 101b. Without this information your instructor will not know which option to assign you to.

3. Report to your ENG 100 classroom at the beginning of Hour 7 to pick up your ENG 101 assignment and then report to your ENG 101 classroom.

Even if you are exempt from ENG 100, you may repeat any or all of it without penalty. Your performance will not affect your eligibility for ENG 101. However, you still must notify your ENG 100 instructor of your exempt status.

Information on Reading Courses: If you are interested in taking a reading course or would like to talk over your reading test scores (AVI) with a reading instructor, see Jane Powell (or the lab assistant on duty) in the Learning Lab reception area outside C-155. The Lab is open 8:30-3:30 Monday through Friday and 5:30-9:30 Monday through Thursday evenings.

HOUR 1

M-W-F classes: Monday, January 17
Tu-Th classes: Tuesday, January 18

1. Introduction to ENG 100

   During the first part of this class period, the instructor will explain the Writing and Reading Programs at Parkland and how these programs can help students with various language backgrounds.

   Read the materials on the following pages and be ready with any questions you may have about the program and your options. At the end of the second week, you will be making choices based on this information and on your performance in English 100.

2. Practice paragraph

   The instructor will assign a practice paragraph to help you prepare for the paragraph writing diagnostic to be given during the fourth class hour. The practice paragraph is not graded as a part of your performance in ENG 100, and it is optional. Practice paragraphs must be submitted to instructors no later than Wednesday, January 19, if instructors are to have time to critique them and get them back to you before you take the paragraph writing diagnostic.

   Practice writing assignment: Bring to class a paragraph on one of the following topics (or on a topic your instructor assigns you):

   1. an advantage of apartment living
   2. a disadvantage of apartment living

   Study the pages of paragraph instruction in this packet (pp. 16-18) before you write your paragraph. Limit your paragraph to a single advantage or disadvantage. Underline the sentence which states the main idea of your paragraph; that is your topic sentence. Be sure that the body of your paragraph develops the topic sentence by providing specific examples and supporting details. Finally, try to conclude your paragraph with a sentence that brings the development of the main idea to a satisfying close.

ENG 100 COMPOSITION WORKSHOP

Instruction in sentence and paragraph writing. Extensive diagnostic work and individual advising. Leads to enrollment in ENG 099, 101, or 109.

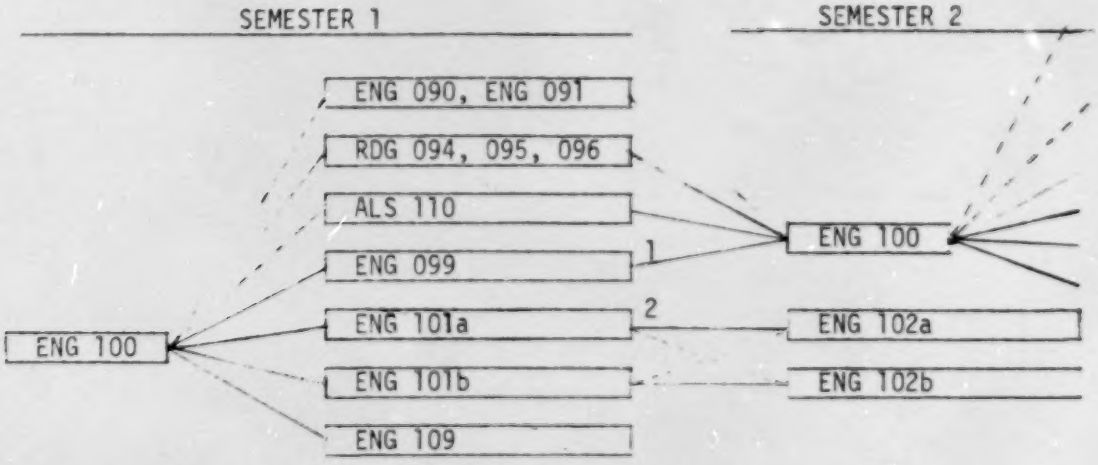
English 100 is a two-week diagnostic course required of every Parkland student entering the writing program at the level of English 099 or above. Its purpose is to assess your strengths and weaknesses in reading and in fundamental writing skills and to advise you on which courses and programs are best suited to your abilities and goals.

To enter English 101, you must satisfactorily complete three objective tests of your reading, composition, grammar, and mechanical skills and write an acceptable paragraph in class. If you meet these requirements, you will be enrolled in the English 101 option of your choice.

If your performance is exceptionally high, you will be invited to take a qualifying exam for English 109, the accelerated composition course that combines two semesters of freshman writing into one.

If your performance indicates that you do not yet have the skills you need for successful work in English 101, you will be encouraged to enroll in English 099 or in one of the other options better suited to your needs. For example, if you will need more than one semester of writing skill work before trying English 100 again, your instructor may encourage you to take English 090 or 091; or you might be advised to take a reading skills course or to sign up for individualized instruction in the Learning Lab (ALS 110).

The diagram below shows the progress of students through the Parkland writing program:



[1] If you make an A or B in ENG 099, you may go directly to the ENG 101 option of your choice without repeating ENG 100.

[2] You may cross over from 101a to 102b or from 101b to 102a, but we strongly recommend that you stay in the same option for both semesters.

RDG 090	EXPERIENCES IN READING	3-0-3
RDG 094	READING FUNDAMENTALS	2-0-2
RDG 095	TECHNIQUES IN READING	2-0-2
RDG 096	READING AND STUDY STRATEGIES	2-0-2
RDG 100	INCREASING READING AND STUDY POWER	2-0-2

Because your success in college is largely dependent upon your ability to read well and quickly, you will want to take advantage of the wide variety of courses offered in the Parkland Reading Program. These courses have been designed to help you meet your needs whether you want to build basic reading skills, to learn how to study more efficiently and remember what you learn, or to increase your speed and comprehension on college-level materials. Every student can benefit from these courses, and reading staff members will assist you in selecting the course most appropriate for your needs.

Reading 090 is a basic course designed to make students aware of the role of language in their daily lives and to provide basic reading readiness skills. It uses small group discussions and related reading activities.

Reading 094 provides a review of basic readiness skills and includes work in basic phonics, sight words, vocabulary development, dictionary training, and beginning reading skills.

Reading 095 and 096 are designed to help students become more efficient in reading college textbooks. They provide a review of phonics and dictionary usage, and emphasize vocabulary work, comprehension, previewing, and study techniques.

Reading 100 is the most advanced course, and it is designed to help students increase speed, to adjust that speed to their purpose and the nature of the reading material, and to build and refine their comprehension skills in dealing with college-level materials.

Since many courses are offered on an 8-week as well as a 16-week basis and in the evenings as well as during the day, you should have a great deal of flexibility in scheduling the course you need. You may supplement your writing course with a reading course if you wish, or if your reading skills need considerable work, you might consider delaying your continued enrollment in English until you have mastered the reading skills necessary to performing well in a writing course.

ALS 110 APPLIED LEARNING SKILLS Variable Credit

Designed for students who want to improve skills in writing, reading, or other basic skills. Students work through an individualized program designed by the Learning Lab staff to help them learn or upgrade the skills they need. Students arrange their work schedule during hours the Learning Lab is open.

ALS 110 is the most flexible of the options available to students. Both the course of study and the work hours are individualized. Students may supplement regular courses with work in the Lab for extra help in problem areas, or they may postpone regular courses until they have prepared themselves for successful performance in regular courses.

The student enrolls for the number of hours he wishes by signing up for the section number which corresponds with the number of hours he wishes to take; e.g., ALS 110-04 means 4 hours credit. The student arranges his working time within the hours that the Lab is open (8:30-3:30 Monday through Friday and 5:30-9:30 Monday through Thursday evenings.)

ENG 090 BASIC WRITING I 3-0-3

ENG 091 BASIC WRITING II Variable

Practice in grammar: sentence structure, punctuation, paragraphing, essay writing. For students who need substantial improvement in basic writing and language skills. ENG 091 students may take one, two, or three five-week modules, as needed, to complete preparation for ENG 100.

English 090 and 091 are for the student whose skills are not yet at the English 099 level or who needs more than one semester to develop the basic writing skills necessary to successfully complete English 100. There is a heavy emphasis on sentence structure and punctuation, leading up to the development of paragraphs and essays. Each student is given ample time and practice to master the fundamentals of clear written expression. Classes are small, and the instructor works closely with each student on an individual basis.

ENG 099 WRITING SKILLS REVIEW 3-0-3

Review of skills in writing clearly and concisely. Emphasis on the essentials of grammar and punctuation and of form and content in sentence, paragraph, and theme.

English 099 is designed for students who have difficulty with the basic concepts of composition: sentence structure, verb forms, punctuation, clarity, topic sentences, and paragraph development. In English 099, students work with the instructor on an individual basis; each student is required to write several self-contained paragraphs, and the instructor offers constructive criticism and suggestions for improvement. Students study grammar and mechanics according to individual need.

The goal of English 099 is to help students master the basic concepts of composition in order to proceed to the next step in the English composition sequence, English 101a or English 101b. A grade of A or B in English 099 allows the student to bypass English 100 at the beginning of the next semester and to go directly into English 101. A grade other than A or B in English 099 automatically sends a student into English 100 again at the beginning of the next semester. English 099 counts as three hours of English credit in the Parkland General Studies program.

ENG 101 COMPOSITION I 3-0-3

(Option a - Career Oriented)

Fundamentals of clear and effective writing. Short report writing, with subject matter based on the student's program goals.

English 101a is designed to give the student practical experience in writing (along with some speaking) that will assist him/her in finding a career position and in advancing that career. Assignments in the course concern practical situations and emphasize the solution to realistic problems through appropriate written and oral communications.

This course has two major areas of emphasis:

1. On-the-job communications. Assignments center around collecting information pertinent to a problem; organizing it into a logical order of points; and delivering it to the interested party in an appropriate format, whether it be a report, a memo, a letter, or an oral presentation. The emphasis is on correctness and completeness of the subject matter; good, thorough organization; and clarity and appropriateness of style. Typical assignments would be reports comparing the advantages and disadvantages of different brands of equipment to use on your job, describing procedures or giving instructions to new personnel, or proposing a change in policy or practice.

2. Job-getting communications. Students research and discuss job markets in their career fields and prepare application letters and resumes, which many students actually use to get full- or part-time employment. Also covered are interviewing, problems of applicants, and such written communications as letters requesting interviews, accepting or rejecting jobs, etc.

Since employers want career people who can spell, punctuate, and paragraph, there is an emphasis throughout the course on grammar and technique. As with the subject matter, however, the emphasis here is also on practicality--the techniques that do the best job of communicating useful information and ideas.

ENG 101 COMPOSITION I 3-0-3

(Option b - Academic Oriented)

Fundamentals of clear and effective writing. Essay writing, with subject matter based on the student's own experience and personal vision.

English 101b is the freshman composition option oriented toward the student's general education. The topics for writing are drawn from a wide variety of sources--the student's readings, life experiences, and imagination. Essays take the form appropriate to the topic; they may be descriptive, narrative, expository, or argumentative.

The primary emphasis in the course is on clear and rational expression of ideas. The student learns to organize his/her ideas coherently and to support those ideas with suitable detail. Through frequent classroom discussions and individual conferences the student learns to analyze and critique his/her own and others' writing styles. The student also becomes familiar with the correct use of the basic conventions of grammar and mechanics necessary to the well-educated writer.

ENG 109 ACCELERATED COMPOSITION 4-0-4

Accelerated course in writing essays, with subject matter based on the student's own experience and personal vision; and in writing the academic research paper, with emphasis on library research and documentation, thesis development, informal logic, and argumentation.

This course enables qualified students to complete their English composition requirements in one semester. Students are recommended by their English 100 instructors to take the English 109 Qualifying Exam, and those who pass the exam may enroll in English 109.

As students experiment with various essay forms, they are expected to go beyond the mastery of basic skills and to develop individual, coherent styles of writing. Students examine published authors' techniques, critique each other's writing, and engage in tutorial sessions with the instructor.

Sample assignment: Read George Orwell's "Shooting An Elephant," and write an essay in which you present an idea in terms of a specific incident. Be sure that the incident is within your experience so that you can effectively show the reader what it is you want him to see, to feel, and to think.

NOTE: While ENG 109 satisfies freshman composition requirements for graduation in all Parkland programs, the student should be aware of a couple of possible problems. First, the student receives four hours credit rather than the six s/he would receive by taking ENG 101 and ENG 102; as a result, the student may have to make up the additional two hours in some other course if needed to meet the minimum 60 hours required for graduation. Second, while most senior institutions will accept ENG 109 as satisfying their freshman composition requirements, some still demand a full six hours and may request the student, after admission, to make up the deficiency.

HOUR 2

M-W-F classes: Wednesday, January 19
Tu-Th classes: Thursday, January 20

1. Practice paragraph due

   The practice paragraph is to be turned in at Hour 2, so it can be returned at Hour 3. Since for the Tuesday-Thursday sections, Hours 2 and 3 are combined, students in those sections must turn in their paragraphs by Wednesday, January 19, to give their instructors time to critique tehir paragraphs before class time on Thursday.

2. Cloze passage (25 minutes)

   A Cloze passage is a method for testing your reading and compositional skills. You are asked to fill in the blanks in a passage from which every fifth word has been removed. The page of instructions and examples from the 57-item Cloze passage you will be given is shown on the following page.

page 13 omitted per author's instructions; see page 22

Cloze Passage Instructions

On the following pages is a diagnostic instrument known as a Cloze passage. It is a short essay in which every fifth word has been removed and a blank space inserted in its place. Your task is to fill in each blank with the word that you think is the best word for the space. The extent to which you choose suitable words for the blank spaces tells us something about your reading ability and your composition skills.

Below is an example of a Cloze passage. First, you select words for the numbered blanks in the passage. Select whatever seems to you the best possible one word for each space. Use whatever hints you can get from the context and from the structure of the sentence. You may go back and change answers if you later change your mind. When you are sure about your choice, copy the word you have selected in the corresponding blank in the scoring column on the right side of the page. Every blank space represents a word removed from the original passage: there are no missing punctuation marks.

Example:

Almost all of us accept [1] language as we accept the [2] air we breathe: we cannot [3] get along without it, _____ [4] we take it for _____ [5] almost all of the _____.[6]

1	accept
2	the
3	cannot
4	
5	
6	

You have 20 minutes to complete the passage. If you finish in less time, you may review your answers. When the time is up, your instructor will collect your passage whether or not you have filled in all the blanks.

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR TELLS YOU TO

HOUR 3

Tu-Th classes: Thursday, January 20
M-W-F classes: Friday, January 21

1. Paragraph writing instruction

   During the first part of the class period, the instructor will return and discuss the practice paragraphs and will go over the paragraph writing instructions on the following pages. The student will receive a list of topics for the paragraph writing diagnostic scheduled for Hour 4.

2. Abbreviated Vocabulary Inventory (20 minutes)

   The Abbreviated Vocabulary Inventory (AVI) is a 50-item multiple-choice instrument for determining your reading skills level. We are giving you this inventory in English 100 for two reasons:

   (a) to advise you on whether you need to take a reading course, and if you do, which one you should take; and

   (b) to consider as part of our prediction of your success in writing courses, since reading and writing skills are interrelated.

   (You may also discuss your reading scores and the reading program with a reading instructor as described on page 3 of this packet.)

PARAGRAPH INSTRUCTION

A paragraph is a group of related sentences in logical order that develop one main idea. The topic sentence states the main idea, and it is usually a general statement; the body of the paragraph develops the topic sentence by giving specific information and examples. A good paragraph has a concluding sentence that brings the development of the main idea to a satisfying close.

Although a good paragraph usually has at least six or seven sentences, there is no one correct length. A paragraph should be long enough to develop a main thought but short enough to be interesting.

Suppose you were asked to write a paragraph about one advantage (or disadvantage) of living in the city or in a rural community. Last year all entering Parkland students were asked to do just that. Here are two of the many acceptable paragraphs written for this assignment. The topic sentence in each paragraph has been underlined. Notice how that sentence functions as a lens which brings all the other sentences into focus. You can also think of it as a signpost which indicates the overall direction the paragraph will take.

Paragraph One

An advantage of city life is the wide variety of entertainment it offers. For those who enjoy visual entertainment there are plays, musicals, movies, and spectator sports. The city offers many dining-dancing spots where a couple can go to escape the everyday dinner at home and to enjoy each other's company. The intellectual can also find entertainment in the city's libraries and museums or by attending lecture-discussion series on a range of topics. Children are sometimes difficult to entertain, but an urban area provides swimming pools, skating rinks, parks, and zoos. City school systems also offer organized sport programs for little leaguers and craft and music programs for those less athletically inclined. Even massage parlors, for those who are as difficult to entertain as they are to buy Christmas presents for, can be found in the city. No matter what type of entertainment you enjoy, the city is almost certain to have what you want. (8 sentences)

Paragraph Two

An advantage of living in a rural town is the clean freshness of the air. No large factories pour out smoke and bad odors. Heavy traffic doesn't foul the air with excessive exhaust. Often the air is full of sweet smells from the surrounding countryside. Apple orchards in bloom or at harvest time and fields of clover give the air a special fragrance; even the dry, dusty smell of threshing or the pungent odor of manure are not unpleasant. Country air is clean and sharp, and just breathing seems to wake up the mind. (6 sentences)

Here are several other topic sentences that helped students to define and limit a paragraph. Can you think of the kinds of specific information and examples which might have followed to form the body of each paragraph? Number 4 is subtle, and you may have to read it twice to decide whether the writer is going on to develop an advantage or a disadvantage of rural life.

1. Living in the city has many disadvantages, but the major one is air pollution.
2. Rural areas provide accessibility to essential services without the population pressures of the city.

3. An effective public transportation system is an advantage of city living.
4. Any action, no matter how significant or insignificant, on the part of a small town resident is carefully reviewed by a select few village gossips.

The following topic sentences, on the other hand, did not result in well defined and focused paragraphs. Why did students who began like this end up with unacceptable paragraphs?

1. I can think of a lot of disadvantages of living in a city.
2. I think there are some advantages to big city life because I lived in a large city before I came to Champaign-Urbana.
3. Having just returned from a torturous drive down Highway 73 to deliver my niece to her country school, I can tell you that there are advantages to living in the city.

Here are three paragraphs which did not relate specific information and examples to a single main idea. None of these paragraphs was considered acceptable by the English faculty at Parkland.

1. A paragraph that fell apart in the middle:

I like the nearness of everything in a rural town. I can walk to the center of town, to the neighborhood store, even to work. Since sharing a car is a problem at our house, I really appreciate the closeness. Although these facilities are near, we have plenty of space to do as we choose. The many farms in our area attest to this. Our children seem to grow up healthier and stronger in a small town. Maybe it is due to competiveness, but they also do better in school and athletics. In a small town the people are more friendly and helpful. At times it appears that the neighbors know more about your business than you do yourself.

At what point did the author of this paragraph move to a second main idea? Do sentences 5 through 9 relate to the topic sentence? Compare the last sentence with the opening sentence; does that comparison help you to diagnose the problem in this paragraph? How would you revise this paragraph so that it would meet the standards for an acceptable paragraph which we have discussed?

2. A paragraph that went in five directions:

The advantage of living in a city to me is having the opportunity to see much more than I would in a rural town. In the city there is more happening than there is in a rural town. Living in the city gives you a chance to get a job more like what you want. Living in the city is also an advantage for a person who has leisure time. In a rural town there is not much to do, but in a city there is always something to do. The city is just a way of being free because that's what you are in the city--free. You do your own thing, and others do their thing. In the city you are you, and that's the truth! No one in the city will live your life for you.

Do the details and examples (the body of the paragraph) illustrate and develop the topic sentence? Is the last sentence a satisfactory conclusion? Again, compare the last with the first sentence; does this comparison help you to see what went wrong in this paragraph? What can be done to salvage this paragraph?

3. A paragraph that repeated its topic sentence four times but never illustrated or supported it:

Awareness is the main advantage of living in the city. I believe that people who live in rural communities do not really know where it is at. It's not that people who live in rural areas do not know what's going on at all, it's just that they do not have the same opportunity to know as much. People who live in rural areas are behind in some respects, and this is where living in the city is an advantage. So people who live in the city are more aware of what is going on. As a result, they can probably cope with more people and situations. It's not their own fault, but it is a disadvantage.

This paragraph has a promising, even an exciting, opening. What went wrong? First, consider the sentences which make up the body of the paragraph. Do they contain specific examples which illustrate and develop the topic sentence? How specific are phrases like these: "do not know what's going on at all," "are behind in some respects," "more aware of what is going on"? Now, consider the logic of the paragraph. Is the author justified in concluding, "So people who live in the city are more aware of what is going on"? Does he present enough evidence to convince us that his assumptions about city dwellers are valid? What can be done to help this paragraph live up to the promise of its opening sentence?

HOUR 4

M-W-F classes: Monday, January 24
Tu-Th classes: Tuesday, January 25

1. Paragraph written in class

   During the fourth class you will write a paragraph in class and turn it in at the end of the period for your instructor to evaluate according to the checksheet on page 20. You will choose a topic from a list handed out in class, and while there is no minimum number of words or sentences, you should develop your topic in accordance with the instructions given during Hour 3. You are asked to number your sentences before handing in your paper.

2. Choice of option a or option b

   Indicate on your paper before you turn it in whether you would prefer 101a (career oriented) or 101b (academic oriented). See the pages following Hour 1 of this package or ask your instructor for more information about these courses and which would be better suited for you.

PARAGRAPH EVALUATION FOR _____ SECTION _____ DATE _____

A check mark indicates a problem; a number indicates the sentence in which the error occurs.

CONTENT & STRUCTURE

___ Paragraph not on assigned subject
___ Paragraph inadequately limited or focused
___ No topic sentence
___ Topic sentence inadequately limited or focused
___ Inadequate supporting detail
___ Inappropriate or illogical order
___ Ineffective conclusion

GRAMMAR & MECHANICS

Sentence Structure

___ Run-on sentence
___ Incomplete sentence

Punctuation

___ Improper end punctuation
___ Comma splice
___ No comma before conjunction linking independent clauses
___ Misuse of semicolon
___ No comma after introductory dependent clause
___ Mispunctuation of items in series
___ Other _____

Other Problems

___ Unclear antecedent
___ Misplaced or dangling modifier
___ Unclear pronoun reference
___ Incorrect pronoun number
___ Incorrect pronoun case
___ Subject-verb disagreement
___ Incorrect form of verb
___ Incorrect word form (to-too-two, its it's, your-you're, there-their-they're, whose-who's)
___ Incorrect formation of possessive
___ Incorrect formation of plural
___ Incorrect formation of contraction
___ Incorrect spelling
___ Incorrect capitalization

STYLE

___ Inadequate variety of sentence patterns
___ Over reliance on forms of "to be"
___ Inadequate vocabulary variety
___ Poor word selection/usage
___ Wordiness
___ Needless repetition
___ Inconsistent number of subject
___ Inconsistent or inappropriate tense
___ Awkward sentence structure

COMMENTS

EVALUATION: UNACCEPTABLE ____ ACCEPTABLE ____ SUPERIOR ____

HOUR 5

M-W-F classes: Wednesday, January 26
Tu-Th classes: Thursday, January 27

1. English Usage Test (25 minutes)

   The English Usage Test (EUT) is a 25-minute test which contains forty 4-choice questions designed to measure your ability to do the kind of writing usually required of students in 2-year colleges. The instructions and examples are shown on the following page. The items ask you to recognize errors in grammar, usage, choice of words, capitalization, and punctuation. In addition, the test emphasizes sentence structure, the logical relationship of items, and the clear expression of ideas. A student who scores high on this test is likely to be one who can perform successfully in English 101 at Parkland; a student who scores low on this test is likely to be one who may need some review before being able to perform successfully in a college-level composition course. The objective of this test, as well as of the others in English 100, is to identify students according to their backgrounds and abilities and to offer them courses and programs of study appropriate to their level of attainment and their needs.

NOTE: In the Thursday classes, the EUT's will be scored in class to permit the instructors to return all diagnostic scores to the students during the second hour.

English Usage Test Instructions

Below are the directions and some sample questions from a portion of the English Usage Test.

Part 1

Directions: In each of the following sentences find out what is wrong, if anything. In deciding whether there is something wrong with a sentence, consider the way a sentence should be written in standard written English, the kind of English usually found in textbooks. Remember that standard written English is sometimes different from conversational English.

Some sentences are acceptable without change.
No sentence contains more than one error.

If the sentence has an error, you will find that the error is underlined and lettered. Assume that all other parts of the sentence are acceptable and cannot be changed.

When you find an error, select the one underlined part that must be changed in order to make the sentence acceptable, and mark that letter on the answer sheet.

If there is no error, mark D.

Sample Questions

1. Tom ate (A) the hamburger, which was (B) piled high with onions, it (C) was good. No error (D)

(Answer: C)

2. Next week Mrs. Wilson has visited (A) her (B) sister in Chicago (C). No error (D)

(Answer: A)

Part 2

Directions: In each of the following sentences some part of the sentence or the entire sentence is underlined. Beneath each sentence you will find four ways of writing the underlined part. The first of these repeats the underlined part in the original sentence, but the other three are all different. If you think the original sentence is better than any of the suggested changes, you should choose answer A; otherwise you should mark one of the other choices. Select the best answer and mark that letter on the answer sheet.

In choosing your answers, follow the requirements of standard written English usually found in textbooks. Remember that standard written English is sometimes different from conversational English. Pay attention to how clearly ideas are expressed, whether the words convey the meaning they are supposed to convey, and how the sentence is constructed and punctuated. Choose the answer that produces the most effective sentence--clear and exact, without awkwardness or ambiguity. Do not make a choice that changes the meaning of the original sentence.

Sample Questions

1. Caroline is studying because she has always wanted to become it.

   (A) it
   (B) one of them
   (C) a singer
   (D) one in singing

   (Answer: C)

2. Because Mr. Thomas was angry, he spoke in a loud voice.

   (A) he spoke
   (B) and speaking
   (C) and he speaks
   (D) as he spoke

   (Answer: A)

HOUR 6

Tu-Th classes: Thursday, January 27
M-W-F classes: Friday, January 28

At the beginning of the fifth class hour, your graded paragraph and checksheet (page 20) will be returned to you along with your other test scores. Your instructor will make course recommendations based on your performance.

If you have written an acceptable paragraph and have scored 12 or more points (out of a possible 18) on the other instruments, you qualify for English 101, option a or b. If you are still undecided as to which option you prefer, your instructor will help you select the one better for you.

If your performance indicates that you need more preparation before you are ready for English 101, your instructor will help you decide what other option would be best for you. None of the other options is required, but you will not be able to enter English 101 until you meet the required minimum performance levels. Consequently, we strongly urge you to take advantage of the programs designed to help you achieve those levels.

If your performance is on the borderline, your case will be reviewed by a special committee set up for that purpose. You also may request such a review on your own initiative.

HOUR 7

M-W-F classes: Monday, January 31
Tu-Th classes: Tuesday, February 1

Report to your English 100 class to pick up your new class card and your English 100 folder. You will take the class card and the folder to the instructor in the classroom to which you will be assigned for the remainder of the semester.